

2005-06 District Report Card - Shrewsbury

Shrewsbury (02710000)

Anthony J Bent, Superintendent

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our district and its schools including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

Enrollment - 2005-06		
	District	State
Total Count	5,873	972,371
Race/Ethnicity (%)		
African American	1.7	8.3
Asian	12.0	4.6
Hispanic	4.0	12.9
Native American	0.1	0.3
White	81.0	72.4
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	1.2	1.4
Gender (%)		
Male	50.1	51.4
Female	49.9	48.6
Selected Populations (%)		
Limited English Proficiency	2.2	5.3
Low-income	7.5	28.2
Special Education	15.0	16.5
First Language Not English	10.6	14.3
Migrant	0.0	0.1

Teacher Data (2005-06)		
	District	State
Total # of Teachers	380	73,593
% of Teachers Licensed in Teaching Assignment	96.9	94.4
Total # of Teachers in Core Academic Areas	333	62,301
% of Core Academic Teachers Identified as Highly Qualified	97.7	93.7
Student/Teacher Ratio	15.5 to 1	13.2 to 1

Educator Quality Data	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of teachers licensed in area in which teaching:	96.9	-	94.7
Percentage of teachers in core academic subjects who are Highly Qualified	97.7	-	95.2

Web Resources
Massachusetts Department of Education: http://www.doe.mass.edu/
School and District Profiles: http://profiles.doe.mass.edu/?orgcode=02710000
Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/
Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/

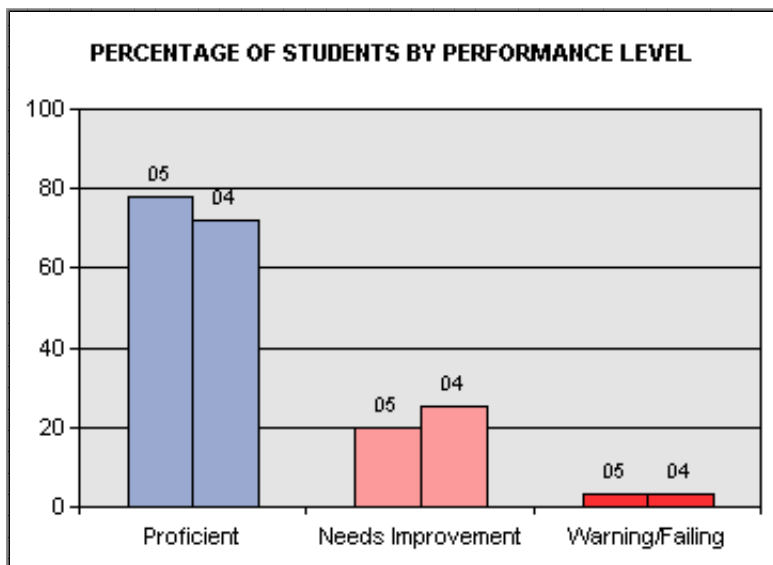
Grades Offered: PK, K, 01, 02, 03, 04, 05,

	06, 07, 08, 09, 10, 11, 12
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GRADE LEVEL 3 - READING

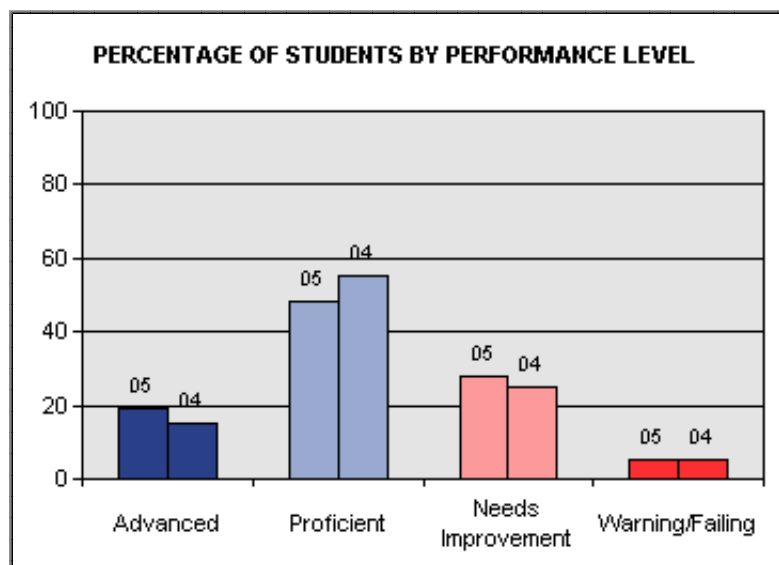
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	377	81	NA	84	16	0
DISABLED	79	17	NA	52	33	15
LIMITED ENGLISH PROFICIENT	8	2	NA	-	-	-
GENDER						
FEMALE	229	49	NA	83	15	1
MALE	235	51	NA	72	24	4
RACE/ETHNICITY						
AFRICAN-AMERICAN	5	1	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	55	12	NA	89	9	2
HISPANIC	7	2	NA	-	-	-
NATIVE AMERICAN	2	0	NA	-	-	-
WHITE	395	85	NA	77	20	3
LOW INCOME	33	7	NA	73	24	3
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
ALL STUDENT						
2005	464	100	NA	78	20	3
2004	483	100	NA	72	25	3
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

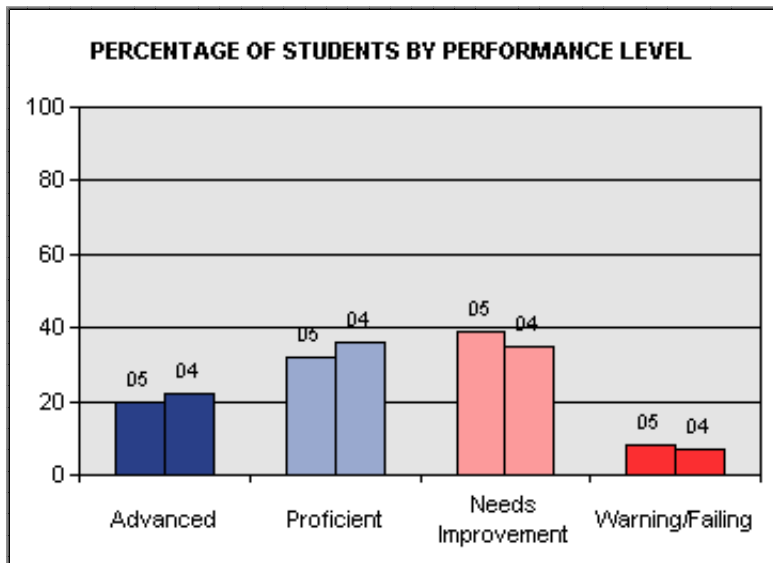
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	412	82	23	52	23	1
DISABLED	78	16	1	24	49	26
LIMITED ENGLISH PROFICIENT	10	2	0	40	60	0
GENDER						
FEMALE	236	47	25	44	27	4
MALE	264	53	13	51	29	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	11	2	9	18	45	27
ASIAN OR PACIFIC ISLANDER	61	12	34	46	20	0
HISPANIC	13	3	0	54	38	8
NATIVE AMERICAN	3	1	-	-	-	-
WHITE	412	82	17	49	29	5
LOW INCOME	42	8	7	36	48	10
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
ALL STUDENT						
2005	500	100	19	48	28	5
2004	464	100	15	55	25	5
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GRADE LEVEL 4 - MATHEMATICS

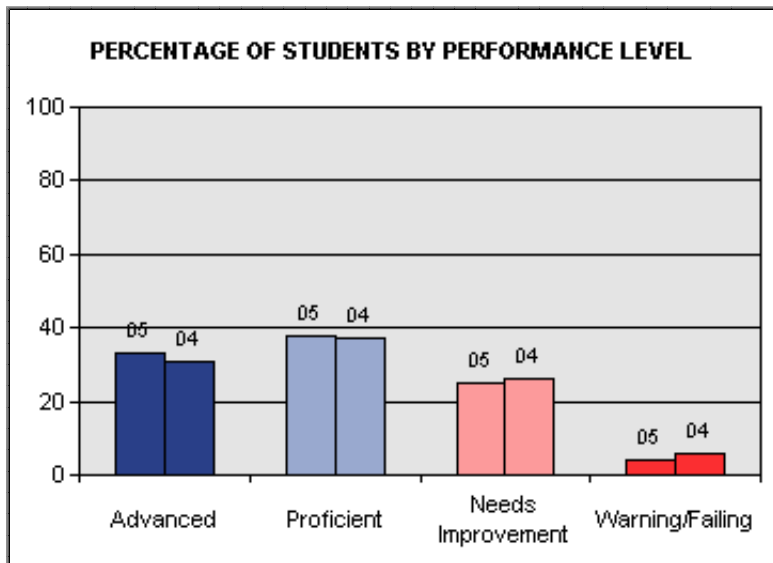
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	412	82	24	36	36	3
DISABLED	78	16	3	10	51	36
LIMITED ENGLISH PROFICIENT	10	2	10	30	60	0
GENDER						
FEMALE	236	47	17	31	45	8
MALE	264	53	24	34	34	9
RACE/ETHNICITY						
AFRICAN-AMERICAN	11	2	9	0	55	36
ASIAN OR PACIFIC ISLANDER	61	12	49	30	20	2
HISPANIC	13	3	0	8	69	23
NATIVE AMERICAN	3	1	-	-	-	-
WHITE	412	82	17	34	41	8
LOW INCOME	42	8	7	21	48	24
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
ALL STUDENT						
2005	500	100	20	32	39	8
2004	465	100	22	36	35	7
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GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY

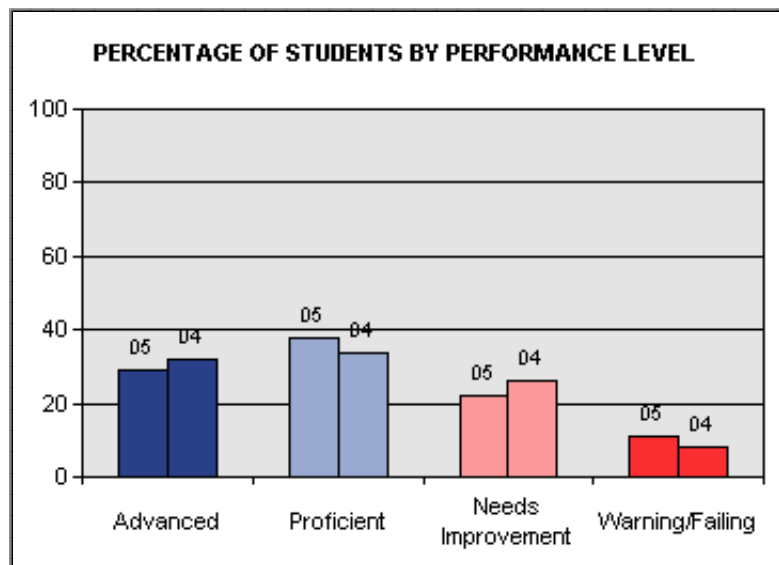
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	394	84	38	42	20	1
DISABLED	72	15	7	18	53	22
LIMITED ENGLISH PROFICIENT	3	1	-	-	-	-
GENDER						
FEMALE	214	46	33	41	23	3
MALE	255	54	33	35	27	5
RACE/ETHNICITY						
AFRICAN-AMERICAN	5	1	-	-	-	-
ASIAN OR PACIFIC ISLANDER	61	13	41	36	18	5
HISPANIC	9	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	394	84	32	38	26	4
LOW INCOME	47	10	15	34	38	13
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	73242	100	16	35	38	12
2004	74853	100	20	35	33	13
ALL STUDENT						
2005	469	100	33	38	25	4
2004	502	100	31	37	26	6
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GRADE LEVEL 6 - MATHEMATICS

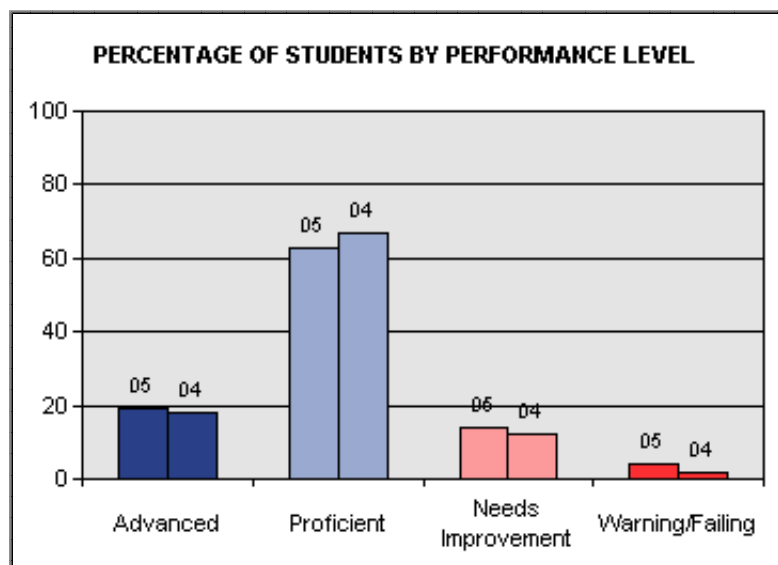
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	399	81	35	42	19	3
DISABLED	93	19	4	17	33	45
LIMITED ENGLISH PROFICIENT	3	1	-	-	-	-
GENDER						
FEMALE	259	52	26	43	22	9
MALE	236	48	33	32	22	13
RACE/ETHNICITY						
AFRICAN-AMERICAN	10	2	20	20	50	10
ASIAN OR PACIFIC ISLANDER	51	10	51	35	14	0
HISPANIC	21	4	19	33	43	5
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	412	83	27	39	21	13
LOW INCOME	39	8	18	23	36	23
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
ALL STUDENT						
2005	495	100	29	38	22	11
2004	431	100	32	34	26	8
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

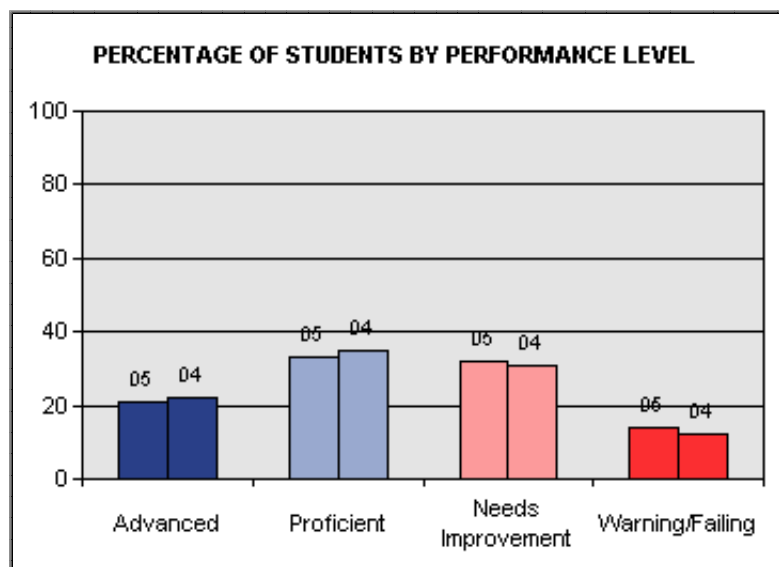
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	380	86	22	67	9	1
DISABLED	58	13	5	40	38	17
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
GENDER						
FEMALE	208	47	31	59	7	3
MALE	235	53	9	67	20	4
RACE/ETHNICITY						
AFRICAN-AMERICAN	11	2	0	64	18	18
ASIAN OR PACIFIC ISLANDER	43	10	33	49	9	9
HISPANIC	19	4	0	68	21	11
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	371	84	19	65	14	2
LOW INCOME	35	8	6	60	34	0
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	76717	100	10	56	27	7
2004	77386	100	9	59	25	7
ALL STUDENT						
2005	444	100	19	63	14	4
2004	441	100	18	67	12	2
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GRADE LEVEL 8 - MATHEMATICS

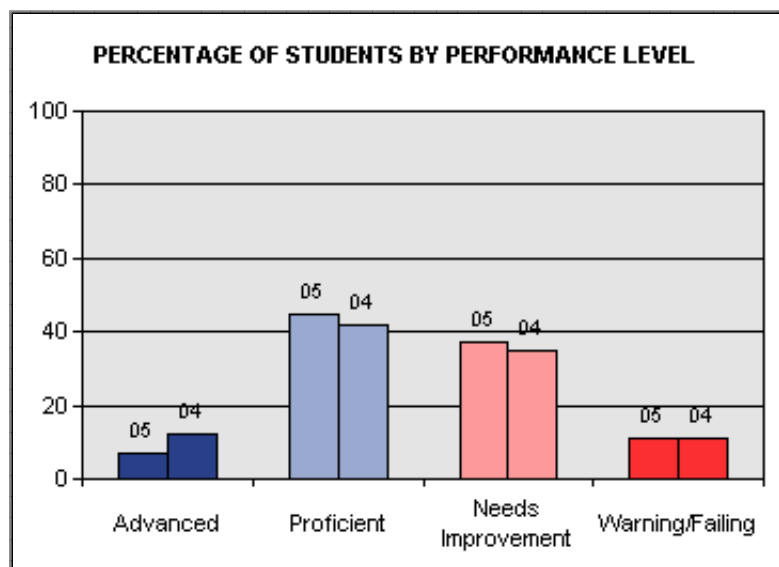
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	358	81	26	37	31	6
DISABLED	77	17	1	12	43	44
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
GENDER						
FEMALE	227	51	20	33	36	12
MALE	214	49	23	33	29	15
RACE/ETHNICITY						
AFRICAN-AMERICAN	9	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	51	12	53	27	14	6
HISPANIC	19	4	5	11	42	42
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	361	82	18	35	34	12
LOW INCOME	25	6	12	32	40	16
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	77026	100	13	26	30	31
2004	78893	100	13	26	32	29
ALL STUDENT						
2005	441	100	21	33	32	14
2004	440	100	22	35	31	12
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY

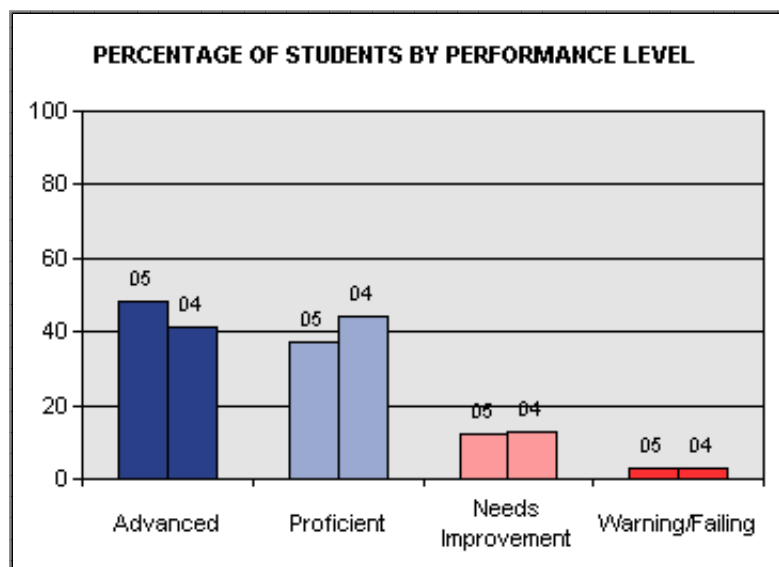
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	358	81	8	53	35	4
DISABLED	76	17	0	14	45	41
LIMITED ENGLISH PROFICIENT	6	1	-	-	-	-
GENDER						
FEMALE	227	52	5	43	41	11
MALE	213	48	8	48	32	11
RACE/ETHNICITY						
AFRICAN-AMERICAN	9	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	51	12	18	47	29	6
HISPANIC	19	4	5	11	42	42
NATIVE AMERICAN	1	0	-	-	-	-
WHITE	360	82	5	48	37	10
LOW INCOME	25	6	0	32	44	24
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	76891	100	4	29	41	26
2004	78887	100	5	28	35	31
ALL STUDENT						
2005	440	100	7	45	37	11
2004	440	100	12	42	35	11
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS

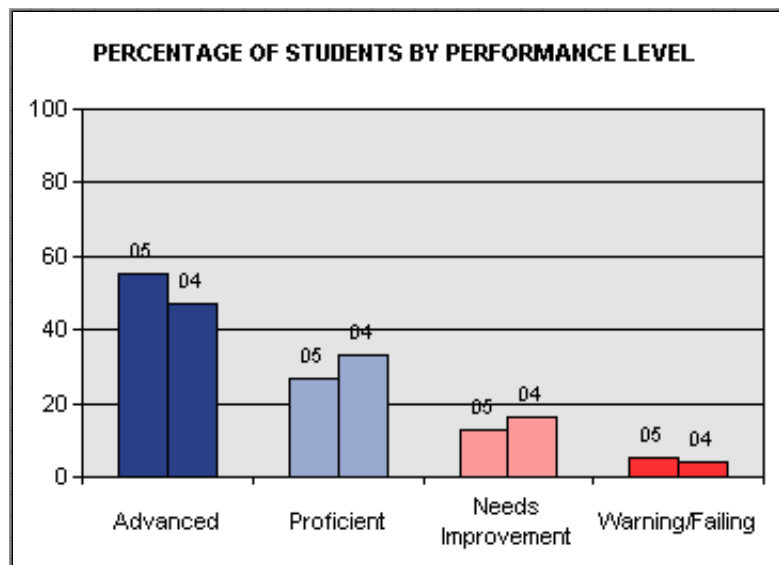
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	295	85	56	38	5	1
DISABLED	52	15	6	35	52	8
LIMITED ENGLISH PROFICIENT	1	0	-	-	-	-
GENDER						
FEMALE	171	49	60	30	8	2
MALE	176	51	37	44	16	3
RACE/ETHNICITY						
AFRICAN-AMERICAN	9	3	-	-	-	-
ASIAN OR PACIFIC ISLANDER	41	12	59	32	7	2
HISPANIC	7	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	291	84	47	37	13	3
LOW INCOME	18	5	11	56	28	6
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72036	100	23	42	25	10
2004	69808	100	19	43	27	11
ALL STUDENT						
2005	348	100	48	37	12	3
2004	344	100	41	44	13	3
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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GRADE LEVEL 10 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	295	85	63	25	10	2
DISABLED	52	15	10	38	31	21
LIMITED ENGLISH PROFICIENT	1	0	-	-	-	-
GENDER						
FEMALE	171	49	60	25	12	4
MALE	176	51	50	30	15	6
RACE/ETHNICITY						
AFRICAN-AMERICAN	9	3	-	-	-	-
ASIAN OR PACIFIC ISLANDER	41	12	78	15	2	5
HISPANIC	7	2	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	291	84	52	29	14	5
LOW INCOME	18	5	11	50	33	6
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	72141	100	35	27	24	15
2004	70293	100	29	28	28	15
ALL STUDENT						
2005	348	100	55	27	13	5
2004	348	100	47	33	16	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	1760	1747	99	Yes	1747	91.9	Yes	-0.3	No	96.4	0.2	Yes	Yes
Lim. English Prof.	52	51	-	-	51	82.8	-	-	-	95.7	0.4	-	-
Spec. Ed.	244	242	99	Yes	242	74.1	No	-2.6	No	95.5	0.4	Yes	No
Low Income	129	128	99	Yes	128	83.6	Yes	1.5	Yes	95.4	0.3	Yes	Yes
Afr. Amer./Black	36	35	-	-	35	82.9	-	-	-	96.6	1.3	-	-
Asian or Pacif. Isl.	200	198	99	Yes	198	95.1	Yes	1.1	Yes	97.1	0	Yes	Yes
Hispanic	46	46	-	-	46	82.6	-	-	-	95.6	-0.1	-	-
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-
White	1473	1463	99	Yes	1463	92.0	Yes	-0.5	No	96.3	0.2	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	1787	1779	100	Yes	1779	83.4	Yes	-0.1	No	96.4	0.2	Yes	Yes
Lim. English Prof.	38	38	-	-	38	73.7	-	-	-	95.7	0.4	-	-
Spec. Ed.	283	283	100	Yes	283	56.4	No	-3.7	No	95.5	0.4	Yes	No
Low Income	125	124	99	Yes	124	71.0	Yes	1.5	No	95.4	0.3	Yes	Yes
Afr. Amer./Black	39	39	-	-	39	66.7	-	-	-	96.6	1.3	-	-
Asian or Pacif. Isl.	204	204	100	Yes	204	93.3	Yes	1.4	Yes	97.1	0	Yes	Yes
Hispanic	60	60	-	-	60	67.5	-	-	-	95.6	-0.1	-	-
Native American	5	-	-	-	-	-	-	-	-	-	-	-	-
White	1479	1471	99	Yes	1471	83.2	Yes	-0.3	No	96.3	0.2	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	N/A	N/A	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	No	
MATH	Aggregate	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only
	All subgroups	N/A	N/A	N/A	N/A	No	No	No	

**Schools Identified for Improvement
Shrewsbury Public Schools**

	English Language Arts								Mathematics							
School	1999	2000	2001	2002	2003	2004	2005	Status	1999	2000	2001	2002	2003	2004	2005	Status
Sherwood Middle School	Yes	Yes	Yes	Yes	Yes	Yes	N/A		Yes	Yes	Yes	Yes	Yes	Yes	Yes	II-S

**Teacher Quality Data
for High-Poverty and Low-Poverty
Shrewsbury Public Schools**

School	HQ%	LIC%
Low Poverty		
Beal School	94.7	93.1
Spring Street	95.7	96.1

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2005.

Race/Ethnicity:

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American. A person having origins in any of the black racial groups of Africa.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Multi-racial. A person selecting more than one racial category and non-Hispanic.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students who have an Individualized Education Plan (IEP).

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Educator Quality - Educator information is as of October 1, 2005.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results - Spring 2005 Results

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Student Subgroup Definitions

Regular - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu>

www.doe.mass.edu/sda/ayp/cycleIVmid/.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review